

# Revised Blooms Taxonomy – Verbs, Materials/situations that require this level of thinking, Potential activities and products

|                                 | REMEMBERING  | UNDERSTANDING  | APPLYING   | ANALYSING  | EVALUATING  | CREATING  |
|---------------------------------|--|--|--|--|---|---|
| VERBS                           | Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognise, Match, Reproduce, Memorise, Draw, Select, Write, Recite  | Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalise, Summarise, Put into your own words, Paraphrase, Convert, Demonstrate, Visualise, Find out more information about  | Solve, Show, Use, Illustrate, Construct, Complete, Examine, Classify, Choose, Interpret, Make, Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, put into practice   | Analyse, Distinguish, Examine, Compare, Contrast, Investigate, Categorise, Identify, Explain, Separate, Advertise, Take apart, Differentiate, Subdivide, deduce,   | Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritise, Determine, Critique, Evaluate, Criticise, Weigh, Value, estimate, defend   | Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Combine, Hypothesize, Originate, Add to, Forecast,  |
| MATERIALS SITUATIONS            | Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentations   | Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin boards.  | Diagrams, sculptures, illustrations, dramatisations, forecasts, problems, puzzles, organisations, rules, classifications, systems, routines.   | Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information   | Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values.   | Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules.  |
| POTENTIAL ACTIVITIES & PRODUCTS | Make a list of the main events .<br>Make a timeline of events.<br>Make a facts chart.<br>Write a list of any pieces of information you can remember.<br>List all the ... in the story.<br>Make a chart showing..<br>Make an acrostic.<br>Recite a poem | Cut out or draw pictures to show a particular event.<br>Illustrate what you think the main idea was.<br>Make a cartoon strip showing the sequence of events.<br>Retell the story in your own words.<br>Paint a picture of some aspect you like.<br>Write a summary report of an event.<br>Prepare a flow chart to illustrate the sequence of events.<br>Make a colouring book. | Construct a model to demonstrate how it will work.<br>Make a diorama to illustrate an important event.<br>Make a scrapbook about the areas of study.<br>Make a papier-mache map to include relevant information about an event.<br>Take a collection of photographs to demonstrate a particular point.<br>Make up a puzzle game showing the ideas from an area of study.<br>Make a clay model of an item in the area.<br>Design a market strategy for your product.<br>Dress a doll in costume.<br>Paint a mural.<br>Write a textbook outline. | Design a questionnaire to gather information.<br>Write a commercial to sell a new product.<br>Conduct an investigation to produce information to support a point of view.<br>Construct a graph to illustrate selected information.<br>Make a jigsaw puzzle.<br>Make a family tree showing relationships.<br>Put on a play about the study area.<br>Write a biography of the study person.<br>Prepare a report.<br>Arrange a party and record as a procedure.<br>Review a piece of art including form, colour and texture | Prepare a list of criteria to judge a .....show?<br>Remember to indicate priorities and ratings.<br>Conduct a debate about a special issue.<br>Make a booklet about 5 rules you see as important to convince others.<br>Form a panel to discuss views.<br>Write a letter to ... advising on changes needed at ...<br>Write a half yearly report.<br>Present your point of view. | Invent a machine to do a specific task.<br>Design a building to house your study.<br>Create a new product, give it a name and then devise a marketing strategy.<br>Write about your feeling in relation to ...<br>Design a record, book or magazine cover.<br>Sell an idea.<br>Devise a way to ...<br>Compose a rhythm or put new words to an old song. |

teachers.net/lessons/posts/355.html www.teachers.ash.org.au/researchskills/dalton.htm  
www.igc.peachnet.edu/academic/educatn/Blooms/critical\_thinking.htm

Dalton, J. & Smith, D. (1986) Extending Children's Special abilities – Strategies for Primary Classrooms

[http://www.wcu.edu/WebFiles/WordDocs/wcuetc\\_bloomsverbsmatrix.doc](http://www.wcu.edu/WebFiles/WordDocs/wcuetc_bloomsverbsmatrix.doc)  
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